

## Fine Arts

### Introduction

Children's ability to express ideas and represent themselves through **dance arts, music, theatre arts, and visual arts** is a central aspect of cognition. The arts nurture the imagination and creative spirit of all children. Sensory (i.e., sight, sound, touch, smell, taste), cognitive, and emotional awareness provide the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result. When children are involved in the arts process they develop independence, self-esteem, and self-expression. Experience in the arts lays a foundation for lifelong use and enjoyment of many expressive, analytical, and developmental tools valuable in their daily lives. The arts connect all areas of learning and are fundamental to children's development and education. The arts also enable all children to discover more about who they are and to gain insights into their own culture and the cultures around them.

Young children should experience the arts as a source of enjoyment, expression, and creativity. Adults can foster such joy, self-expression, knowledge, and appreciation of the arts in various ways. Here, we outline milestones of child development and teaching strategies in the following fine art disciplines:

**Strand 1: Dance Arts:** From early interactions with adults, infants use movement to communicate feelings and needs. As children gain greater control of their bodies, movement becomes a form of self-expression and creativity.

**Strand 2: Music:** Infants and toddlers naturally gravitate toward pleasant sounds and enjoy participating in a variety of musical experiences, such as finger plays, using simple instruments to create a steady beat, or humming or singing along to a familiar song. Music provides an avenue for children to express thoughts, feelings, and energy.

**Strand 3: Theatre Arts:** Through social interaction, infants engage in dramatic play through imitation. As children grow and develop, their dramatic play becomes more creative and imaginative as they use props to act out their understanding of social roles, experiences, and fantasy.

**Strand 4: Visual Arts:** Young children enjoy exploring and creating works of art while developing important basic concepts such as color, line, shape, texture, pattern, and space.



## Fine Arts Strand 1: Dance Arts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
A1. Discover own body.	Inspect own hands and feet (e.g., by mouthing, touching, and viewing).	Playing hand and foot games with child (e.g., "This little piggy went to the..." and "Ride a horse").
A2. Respond in simple ways to people and objects.	Interact with others through touch and motion.  Smile, wiggle, and bounce when music is played.	Gently rocking and swinging the child using your body, rocking chairs, or play structures.  Playing music with varied tempo and beat.
A3. Learn about and have some control of body.	Rock on hands and knees.  Attempt to crawl.	Helping the child get on hands and knees and gently rocking back and forth singing, "This is the way the baby rocks."
A4. Purposefully act on their environment.	Use body to make sounds (e.g., slaps tray, bangs blocks, and splashes water in tub).  Begin to walk and explore world.	Providing a safe environment and objects for child to be physically active.  Providing child with active play-based learning experiences using many types of materials.
A5. Have more control of body.	Run with ease, stop and start with balance.  Stamp feet or move creatively while listening to music.	Providing opportunities for movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing).  Providing scarves, streamers, bells, etc. to encourage children to move creatively to music.

## Fine Arts Strand 1: Dance Arts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
<b>A6.</b> Become aware of position in space.	<p>Indicate she is playing <b>under</b> the table.</p> <p>Follow directions and movements of others.</p>	<p>Integrating direction and position words naturally in daily discussions (e.g., under, over, beside, behind, next to, up, down, around).</p> <p>Setting up an obstacle course of chairs, sticks, boxes and giving directions (e.g., "Go over the box, under the chair, and beside the stick.")</p>
<b>A7.</b> Express feelings and ideas through drama and movement.	<p>Express through movement and dancing what is felt through music.</p> <p>Use movement to interpret or imitate feelings, animals, and such things as plants growing or a rainstorm.</p>	<p>Encouraging child to talk about her feelings and ideas through drama and movement.</p> <p>Modeling the expression of your own feelings and ideas through drama and movement.</p>
<b>A8.</b> Participate in creative movement, dance, and drama.	<p>Crawl, "fly," walk on tip toe, or perform almost any other imaginative movement in response to music.</p> <p>Show growth in moving in time to different patterns of beat and rhythm in music.</p> <p>Perform basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding.</p>	<p>Singing songs that involve body action and imitation.</p> <p>Playing or singing a march song and having child march to the beat.</p> <p>Providing opportunities and props for child to move like animals, act out familiar stories, or act out her own stories.</p>
<b>A9.</b> Show creativity using their bodies.	<p>Dance, march, hop, jump, sway, clap, snap, stamp, twist, turn during guided movement activities.</p> <p>Enjoy creative movement such as "hopping like a kangaroo," "flying like a bird," etc.</p> <p>Create innovative movements to accompany audio tapes or group singing.</p>	<p>Providing costumes and props to encourage interpretive dance to various styles of music.</p> <p>Providing a variety of creative outlets for child (e.g., opportunities to dance, paint, build, make music, and invent stories).</p> <p>Providing scarves and ribbons for child to use while moving to music.</p>

## Fine Arts Strand 2: Music

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
<b>B1.</b> Respond to sounds.	Coo and smile to pleasant sounds.  Cry at harsh sounds.  Calm when sung to or talked to in soothing voice.	Singing songs and lullabies to and with child (e.g., while working around the house or waiting for the bus).  Observing the child's responses to various sounds and providing additional kinds of auditory stimuli such as music from a radio or CD.
<b>B2.</b> Begin to imitate sounds.	Delight in new ability to produce sounds (smacks lips, squeals on purpose).  Participate in listening and vocalizing activities.	Imitating and responding appropriately to child's sounds.  Exposing child to a range of voice sounds (e.g., singing, speaking, humming).
<b>B3.</b> Experiment with a variety of sound sources (e.g., rattles, bells).	Shake rattle.  Bang blocks together.	Providing daily musical activities, games, instruments, singing, and books.  Providing toys that respond to movement (e.g., chime bells).
<b>B4.</b> Prefer repetition of familiar songs and rhythmic patterns.	Participate in simple songs and finger plays.  Enjoy playing the same music and movement activity over and over.  Remember the words to a familiar song.	Exposing child to music from a variety of cultures and styles (e.g., jazz, rock, ethnic, classical).  Engaging child in activities that include repetition of familiar songs and rhythmic patterns (e.g., finger plays, making music).
<b>B5.</b> Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments).	Join in songs, engaging in a song's hand motions, and remembering the words.  Suggest words for open-ended songs (e.g., <i>Old MacDonald</i> ).  Gallop or march in time to the music, slowing down or speeding up when the rhythm or tempo changes.  Use rhythm sticks, drums, or tambourines in time to the music.	Providing opportunities for children to explore music experiences together.  Showing an enjoyment of music and participating in musical activities around child (e.g., sing aloud).  Providing child with simple musical instruments (e.g., triangles, cymbals, rhythm sticks, drums, and tambourine).

## Fine Arts Strand 2: Music

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
<b>B6.</b> Explore simple songs using voice and/or instruments.	<p>Pretend to be on stage, using a microphone to sing.</p> <p>Use maracas, rattles, rain sticks, claves or tambourine, keeping in time with music.</p> <p>Use a tin pie pan and spoon to make a drum.</p>	<p>Involving child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments) from her own and other cultural backgrounds.</p> <p>Creating homemade musical instruments with child.</p>
<b>B7.</b> Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	<p>Giggle while trying to imitate finger plays (e.g., <i>Itsy, Bitsy Spider</i>).</p> <p>Stamp feet loudly to loud music and tiptoe to soft music.</p> <p>Sing songs using loud and soft voices.</p>	<p>Assisting child in making up own songs.</p> <p>Clapping along to the beat of songs.</p> <p>Singing 3 pitch songs such "Rain, Rain, Go Away."</p>
<b>B8.</b> Use music as an avenue to express thoughts, feelings, and energy.	<p>Express through music what is felt and heard in various musical tempos and styles.</p> <p>Use musical instruments to create a mood to go along with a puppet show or a creative dance.</p> <p>Combine music and movement to express a new feeling.</p>	<p>Encouraging child to sing the way she feels.</p> <p>Talking about feelings and opinions after seeing a performance.</p> <p>Incorporating music during various times of the day (e.g., clean-up time, rest time).</p>
<b>B9.</b> Show interest in more complicated instruments (e.g., piano, guitar).	<p>Attempt to play songs on a piano.</p> <p>Closely watch a musician during a performance.</p>	<p>Providing opportunities for child to listen to music of all cultures and styles.</p> <p>Teaching child to sing very simple rounds, such as "Row, Row, Row Your Boat".</p>
<b>B10.</b> Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern.	<p>Listen attentively when watching musical, dance, or theatre performances.</p> <p>Reproduce a musical variation heard with rhythm instruments or vocally.</p>	<p>Taking child to music, dance, and theatre performances appropriate for young children.</p> <p>Singing 5 pitch songs such as "Row, Row, Row your Boat" or "B-I-N-G-O."</p>

## Fine Arts Strand 3: Theatre Arts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
<b>C1.</b> Discover own body.	Explore own body (e.g., observes hands, reaches for toes).	Playing interactive games and singing songs that involve child's hands and feet.
<b>C2.</b> Imitate sounds, facial expressions, and gestures of another person.	Babble in a flow of word sounds while pretending to "talk" to stuffed animals.  Make sound of a truck or animal during play.	Reading stories, modeling finger plays, and encouraging child to imitate the actions, sounds, or facial expressions of the reader.  Providing materials such as trucks, cars, telephones, and dolls, so that they can imitate the actions of others.
<b>C3.</b> Communicate words or concepts through movement.	Blow a kiss to someone who blew one to her.  Kick and wiggle upon hearing story being read.	Playing with child in creative ways (e.g., using soft toys to create a puppet show or tell a story).
<b>C4.</b> Purposefully act on their environment.	Begin to walk and to explore world.  Delight in causing things to happen upon discovering what actions lead to what results.	Providing a safe environment and objects for child to be physically active.  Commenting positively and specifically about what child is doing physically.
<b>C5.</b> Imitate what others do.	Pretend to do what he has observed others do (e.g., pretends to drive truck or to cook soup), but imitate specific behaviors rather than entire role of truck driver or cook.	Giving children opportunities to observe real experiences for them to imitate (feeding a baby, cooking a meal, visiting a store) to extend dramatic play.

## Fine Arts Strand 3: Theatre Arts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
C6. Engage in pretend play.	<p>Pretend to be fire fighter with fire hat, or momma with a doll and enact one or two actions in a sequence.</p> <p>Pretend that toys are real (says “moo” when playing with a toy cow).</p>	<p>Providing realistic-looking replicas such as dishes, dolls, vehicles, or buildings.</p> <p>Providing materials such as trucks, cars, telephones, and dolls, so that they can use the toy to represent something real.</p>
C7. Understand that objects, photos, or illustrations can stand for real things.	<p>Use a block to represent an ambulance and later use the same block to represent a building.</p>	<p>Providing less realistic props (boxes, sticks, soft materials) that require child to use imaginative thinking to depict an episode.</p>
C8. Participate with others in dramatic play, negotiating roles and setting up events.	<p>Put on costumes and use props to pretend to be a worker, enacting a sequence of behaviors that comprise the role.</p> <p>Role-play purchasing situations where choices are made.</p> <p>Role-play in block area with props and discussion of activity.</p>	<p>Providing costumes and props such as items from a grocery store or doctor’s office for children to pretend with other children.</p> <p>Encouraging child to engage in a variety of play activities with other children (e.g., dramatic play, art projects, free play outside, dance class, block area).</p>
C9. Tell about and/or role-play characters from familiar stories or known people and own imagination.	<p>Engage in pretend play to extend a favorite story or field trip experience.</p> <p>Step out of role play situation to clarify or give directions and then return to his role.</p>	<p>Providing a variety of stories and experiences that can be “re-presented” in dramatic play.</p> <p>Following the child’s lead when invited to participate in dramatic play, following child’s directions, while also making note of child’s level of understanding of the actions or roles being depicted.</p>
C10. Enact or depict coherent stories with interactive roles and multiple episodes.	<p>Pantomime the actions of a leaf falling, a ball bouncing, or a bird flying.</p> <p>Make a drama about something she studied or experienced, such as a circus or a trip to the zoo.</p>	<p>Taking child on field trips to dance, musical and theatre events and performances (e.g., community programs, school performances, fairs) to observe various forms of original dramatic play.</p> <p>Providing various forms of dramatic expression (e.g., puppetry, story-telling, dance, plays, pantomime, theater).</p>

## Fine Arts Strand 4: Visual Arts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
<b>D1.</b> Focus on and show interest in objects in the environment.	Gaze at pictures, photographs, and mirror images.  Focus her attention on picture books with bold, colorful, and clear images.  Focus on dark/light contrasts in the environment.	Creating a stimulating, aesthetically pleasing and child-friendly environment by displaying beautiful objects and displaying pictures and photographs at the child's eye level and within his reach.  Actively describing to child what you see.  Providing books and objects that have the black/white contrasts.
<b>D2.</b> Explore the texture of different mediums (e.g., fabrics of different textures).	Use senses of smell, touch, taste, sight and hearing to experience objects.  Experiment with fabric samples and explore the different textures.	Giving child different colored and textured materials to explore safely with his mouth (e.g., teether).  Providing visual and tactile textures for child to see and touch (e.g., fabric samples).
<b>D3.</b> Gain control in grasping simple art tools.	Hold crayon with a steady grip and attempt to make marks, scribbles and circles on paper.  Pick up cheerios from the table.	As the child draws with chubby crayons and paints with brushes, talking about what she is doing (e.g., "Look, you made big lines on your paper with green crayons.").  Providing opportunity to paint with familiar objects such as cotton balls or crumpled paper.
<b>D4.</b> Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough).	Scribble using a variety of art materials such as markers, chalk, water colors, and finger paints.  Create drawings, paintings, models, and other art creations.  Use art media (e.g., paint, finger paint, crayon, colored pencil, markers, etc.) more than once, such as painting at an easel several days in a row, using the same colors in different works of art, or when drawing or painting, using the entire picture plane (depicted work of art extends to outer edges of paper).	Introducing child to a variety of art materials and simple art tools, allowing open-ended exploration each day.  Encouraging child to pinch, pull, squeeze, twist, pound, roll, fold, cut, pat, and model play dough.  Viewing art materials as meaningful and providing a space for their use.  Introducing child to a variety of art materials and allowing open-ended exploration.
<b>D5.</b> Explore colors and shapes of objects.	Begin to try to put together puzzles and explore shape relationships.  Use shapes to make pictures.  Begin to name primary colors in a painting (i.e., red, yellow, blue).	Taking walks with child to explore shapes in the immediate environment.  Integrating shape words naturally in daily discussions (e.g., Put your crayons in the square box.).  Integrating color words naturally in daily discussions (e.g., The sky is blue this morning.).  Providing child with different colors of play-dough and paints.



## Fine Arts Strand 4: Visual Arts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
<b>D6.</b> Create art to express and represent what they know, think, believe, or feel.	Talk about feelings and opinions while creating works of art.	Encouraging child to express feelings by painting to music and engaging in conversation by asking open-ended questions such as “How does the music make you feel?”
<b>D7.</b> Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects.	Take time to select a piece of paper for the desired texture and color.  Work with care for extended periods on personal works of art.	Planning enough time for child to be able to delve into an art project and be creative without much interruption.  Arranging for long-term art projects (e.g., mural, music, tile) with guest artists from child’s own and other cultural backgrounds.
<b>D8.</b> Respond to artistic creations or events.	Comment on various forms of art (sculpture, pencils, watercolors, clay, collage, pen and ink, etc.) found in the environment.  Identify the work of art liked best in the art museum and explain why.	Sharing and discussing with child colorful illustrations in books and magazines.  Providing opportunities for child to watch people creating arts and crafts.  Asking the child to talk about and explain art work, e.g., “Tell me about your painting/sculpture/art.”  Creating aesthetically pleasing displays of materials and child-created products and well as work by famous artists.
<b>D9.</b> Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.	Begin to add some detail to drawings, paintings, models and other art creations.  Try a variety of materials and ways of using the materials (e.g., using a big brush to paint broad strokes, crayons to draw lines in different directions, or paints mixed together to create different colors).	Providing the child with various art materials (e.g., pipe cleaners, colored tape, scissors and glue).  Encouraging use of the materials in a variety of ways (e.g., watercolors, collage materials, scissors, glue, crayons) and introducing simple art techniques when appropriate (e.g., showing how to roll the clay into a ball; how to dab the paintbrush to avoid paint dripping).
<b>D10.</b> Understand and develop the vocabulary to share opinions about artistic creations and experiences.	Comment on a work of art by discussing the colors, lines, shapes, textures, patterns, and/or space found within the work.	Integrating natural discussions of art elements into daily conversation.